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ABSTRACT

This report concentrates on the reliance of community colleges on part-time faculty. Also included are descriptions of the working conditions and demographics of part-time faculty. The report analyzes different patterns of part-time faculty teaching by subject area and a review of the research on the quality of teaching by part-time faculty. Key findings include: (1) part-time faculty salaries are less than full-time faculty rates, which reflects in part a lack of comparable pay for comparable work; (2) salaries paid to part-time faculty vary by college; (3) in fall 1997, 55% (5,256) of the part-time instructors taught one-third classroom load or less (5 credits); while the 23% teaching two-thirds or more of a load accounted for 44% of the part-time classroom load; (4) Washington part-time instructors are hired for 50% of the vacant full-time faculty positions each year; (5) the rate of employment of part-time faculty varies greatly by college and discipline, with evening and off-campus instruction relying on part-time faculty to do 72% of the teaching; (6) departments that rely most on part-time faculty are basic skills, developmental, and college English; and (7) no significant difference has been found in the quality of instruction offered by part-time and full-time faculty, as measured by student ratings, class retention, or student achievement. (AS)

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Part-time Faculty in Washington Community Colleges and Technical Colleges

Washington State Board
for
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JC 990329

Research Report
No. 98-4

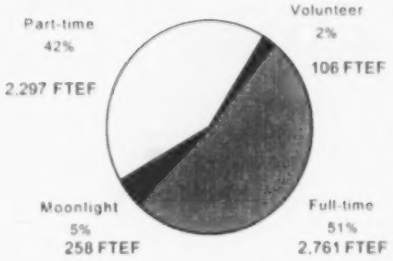
Washington State Board for Community and Technical Colleges

PART-TIME FACULTY IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

June 1998

Community and technical colleges in Washington State depend on full- and part-time faculty to teach the students served at the colleges. Teaching the classes requires 5,422 full-time equivalent (FTEF) full- and part-time faculty for the state-supported part of the college program.

FTE Faculty by Employment Status, Fall 1997
State Supported



Over the past several years community and technical colleges across the nation and in Washington relied on part-time faculty to teach more of the curriculum. This report looks at why colleges rely on part-time faculty. This information also includes a description of aspects of the conditions of work for part-time faculty as well as demographic characteristics. The report also includes an analysis of the different patterns of part-time faculty teaching by subject area and a review of the research on the quality of teaching by part-time faculty.

Key findings are:

- Part-time faculty salaries are less than full-time faculty rates. This difference is partly attributable to the difference in responsibilities, experience and educational background. Some of the difference represents lack of comparable pay for comparable work. The exact difference between full-time and part-time salary rates is dependent upon the statistics used and will be the focus of future discussions within the college system.

FC990329

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- The salaries paid to part-time faculty varies by college.
- In fall 1997, most (55 percent of the 5,256 headcount) part-time instructors taught one-third classroom load or less (5 credits). Alternately, the 23 percent (headcount) of the instructors teaching two-thirds or more of a load account for 44 percent of the part-time classroom load or FTEF.
- The pattern of teaching at more than one college, called "Freeway Flyers," is predominately a Puget Sound situation that, during fall 1997, accounted for 13 percent of the part-time FTEF. Most teach at two colleges, however, 27 people taught at three or more colleges.
- Although colleges recruit nationally, Washington part-time instructors are hired for 50 percent of the vacant full-time faculty positions each year. Four-hundred and forty (440) former part-time faculty have become full-time teachers at the colleges during the past three years.
- The rate of employment of part-time faculty varies greatly by college and by discipline. The mix of programs offered by a college and the local availability of part-time instructors influences the level of part-time faculty employment. Most colleges meet the demand for evening and off-campus instruction predominately with part-time faculty (72 percent of the teaching). The amount of demand for evening and off-campus programs varies greatly by college, however. Still the part-time role in the day classes is increasing. Additionally, the lack of available part-time faculty in some locales (rural, Eastern Washington, outside of the Puget Sound) affects the employment level of part-time faculty.
- Departments that rely most on part-time faculty are basic skills and developmental and college English. Departments relying least on part-time faculty include Mechanics and Repair, Culinary Arts, Protective Services and the Natural/Health Sciences.
- Empirical studies have found no significant difference in the quality of instruction offered by part-time faculty and full-time faculty as measured by student ratings, class retention, or student achievement in subsequent classes.

Terms Used in This Report

State Supported: This report is based on part-time faculty in state supported courses. Colleges also use part-time faculty to teach classes that are offered on a contract basis with industry or government agencies. The community service classes offered at most colleges for the general interest of the community are also taught mostly by part-time faculty. While those teaching in contract and community service classes are providing a vital service to the college and many of the issues related to part-time faculty working conditions apply equally to these faculty, this analysis is confined to the group whose salary is funded by state appropriations.

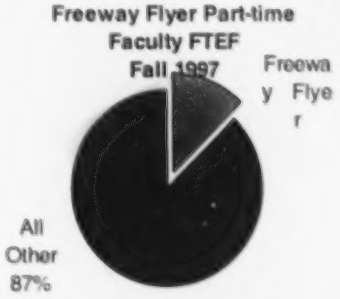
Teaching Faculty This report is limited to teaching faculty. Full- and part-time faculty are also hired as librarians and counselors, some of whom do not teach. People with no teaching duties are excluded from this analysis.

FTEF: Most of the statistics in this report are based on full-time equivalent faculty (FTEF) workloads. If a full-time classroom load in a discipline is 15 credits, the part-time faculty member teaching 5 credits is assigned one-third of an FTEF. Note that a full-time faculty member teaching 15 credits in the discipline would also have non-classroom duties outside the load. This FTEF assignment for part-time faculty does not include any out of classroom responsibilities, though some part-time faculty are also paid for that work.

Counting workload rather than the number of people compensates for the great difference in teaching loads among the part-time faculty. Most part-time faculty (55 percent of the people) teach just one course (one third or less of a full-time classroom load). Because each person teaches only a single class, this group represents just 21 percent of the workload. At the same time, because they teach the equivalent of at least two classes, 23 percent of the people hired as part-time teachers teach 44 percent of the workload.

Table I
Part-time Faculty by Classroom Load
Fall 1997, State Supported

Classroom Load	% of People	% of FTEF
1/3 load or less	55%	21%
About 1/2 load	22%	35%
2/3 load or more	23%	44%



Among the faculty teaching two-thirds or greater loads are some who teach at two or more colleges during the same quarter, called "freeway flyers." In fall 1997 those who worked at two or more colleges represented 13 percent of the part-time FTEF (291 FTEF). Most of the freeway flyers' teaching is done in the Puget Sound area. Most freeway flyers teach at 2 colleges. In fall 1997, 27 people taught at 3 or more colleges.

Part-time: Those hired on a temporary basis are paid on the salary schedule negotiated at each colleges for part-time faculty. In fall 1997 Washington community and technical colleges provided 2,297 full-time equivalent teaching faculty effort on a part-time basis (5,034 faculty worked only as part-time faculty, another 222 people making up the part-time FTEF either worked for the college in other roles or worked for partner agencies and taught via a special arrangement with the college.[1])

[1] By convention the part-time faculty FTEF also includes teachers employed by a partner agency who do not have a paycheck from the college system. In fall 1997, 3 percent of the effort, 78 FTEF, were contracted with other agencies. The college pays the partner agency for the staff time and other related services through a contract arrangement. An example of this type of instruction occurs in the apprenticeship

Moonlight: Overtime teaching by full-time faculty. Staff other than full-time faculty who teach overtime are counted as part-time faculty.

Full-time: Faculty hired for a specified term or hired on the tenure (probationary) track and paid on the college salary schedule negotiated at each college for full-time faculty. Most full-time faculty teach and are assigned non-classroom duties for nine months of the year. The majority of teaching effort is provided by full-time faculty on their regular assignment (51 percent) or moonlighting (5 percent).

Why Colleges Use Part-time Teachers

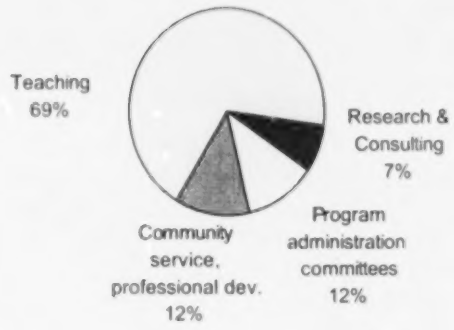
Economics

Colleges are under pressure to improve productivity and reduce costs. Part-time faculty earn lower rates of pay than full-time faculty. Some of these differences are due to different duties between full-time and part-time faculty and differences in experience and education. Some of the differences are due to a historically lower pay rate. All of the differences add up to a cost saving for using part-time faculty.

Different duties Part-time faculty are generally paid only for teaching time. Many, of course, advise students, keep up in their field and serve on committees, some for extra pay and some as a contribution without pay. Full-time faculty, on the other hand, are paid for governance and service duties as well as for classroom teaching. Full-time faculty, for example, are responsible for working with the employers and labor groups affiliated with their program. Full-time faculty are expected to serve on college committees. Thus even for the colleges that pay part-time faculty on the same pay scale as full-time faculty, there are reduced costs.

A recent study of college faculty by the University of Chicago's National Opinion Research Center for the U.S. Department of Education provides the most comprehensive data on the work assignments of full-time faculty. That study surveyed some 5,000 full-time community and technical college faculty nationwide[2] The study found that the part of the load for which part-time faculty are paid (teaching and related class preparation) represents 69 percent of the work effort. The other 31 percent represent the other duties of full-time faculty.

Typical Workload of Full-time 2 Year Faculty
U.S. Dept of Education National Study of Postsecondary Faculty

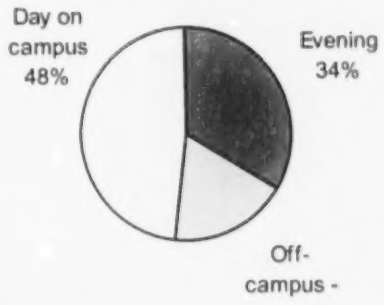


Flexibility and Responsiveness to the Community

Colleges employ part-time faculty to enhance college efforts to offer classes when and where students need them and to more fully respond to changing needs of their students. The part-time faculty allow colleges to change with the conditions of the economy and the change in population such as the increased need to serve recent immigrants.

Classes at Evening and Off-campus More than half the FTEF part-time faculty is hired to meet the needs of their communities with classes in the evening and off-campus. Teaching at these non-traditional settings or times is mostly done by part-time faculty (72 percent of the teaching off campus or in the evening is done by part-time faculty and 52 percent of the part-time FTEF is assigned predominately off-campus or at night). The evening time schedule makes a good match for part-time faculty who are employed full-time during the day. Faculty contracts sometime preclude assigning full-time faculty to both day and evening courses. The teaching load at an off-campus site is often less than a full-time load, so it, too, fits well for hiring from the local community on a part-time basis.

Part-time Faculty FTEF Meeting Evening and Off-campus Demand Fall 1997



[2] The study also included responses from 17,000 full and part-time faculty at four-year institutions and nearly 4,000 part-time 2 year college faculty.

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High Demand Sections The availability of part-time faculty allows colleges to add sections of high demand courses on short notice. Unlike full-time faculty who are recruited nationwide, part-time faculty are hired from the local community. This local recruitment means that some part-time faculty can be hired with much shorter notice than for full-time faculty to meet the demand for an extra English or ESL course, for example. Colleges can quickly hire from the pool of their own retired faculty or those who retired from the K-12 system (about 9 percent of the FTEF are retired from state service). They also can hire their own classified and exempt staff (about 3 percent of the FTEF are full - time employees of the college). In the urban areas of Washington, there exists a pool of well-qualified individuals who recently completed training to become college faculty. Colleges also rely on this group to quickly add sections to meet student access needs.

Quality Enhancement

Part-time faculty who work full-time in industry bring a unique perspective to the classroom. For example, the more than 300 FTEF part-time faculty in the business, computer and secretarial programs bring the latest industry perspective on technology to the classroom. Colleges rely on the connection to industry that part-time faculty bring to the classroom in the health sciences and mechanics and repairs programs and in technologies such as drafting, welding and engineering. In these programs about one-third of the classroom instruction is done by part-time faculty.

Release Time Replacements

Colleges need the flexibility to grant sabbaticals and other release from teaching assignments to full-time faculty. When new programs are developed or the faculty is integrating new technology into the curriculum some of their teaching time is released. Colleges hire part-time faculty to fill those teaching assignments. The part-time rather than full-time assignments are essential because most of these release assignments are temporary in nature. The next quarter or the next year, the assignment may not exist or a faculty person in a different discipline may have the assignment. Part-time faculty hired to replace full-time faculty on temporary assignment represents 10 percent of the total part-time FTEF.

Confidence in Quality of Part-time Teaching

When colleges hire part-time teachers they are confident of providing high quality instruction for students. Researchers have closely studied the quality of classroom teaching by part-time compared to full-time faculty. The studies at two year colleges have found no significant difference in student ratings, class retention, or student

[3] This estimate is based on a count of the FTEF full-time teaching faculty released from teaching. Some of the release time may not be filled with part-time faculty, however, colleges report that some release time is not reported in the common data system and thus the count of release time is likely a below the actual.

achievement in subsequent classes between students taught by part-time faculty and those taught by full-time faculty (Gappa and Leslie, 1993, Iadevaia 1991, Davis 1986, Clark, 1990, Boggs, 1984).

In our own study, SBCTC staff found the same lack of difference in quality between part-time and full-time faculty teaching developmental and college-level English and math. Our study looked at student success in subsequent courses.

The research on the quality issue has been limited to the classroom. It does not apply to advising and curriculum issues. It is possible that program quality, such as the integration of technology into the classroom or the use of skills standards for teaching suffer in those programs where the percentage of part-time faculty is high. For example, programs such as basic skills and English where the use of part-time faculty is high may not be as able to revamp their curriculum to meet current needs as programs in mechanics and repair where there is a high percentage of full-time faculty.

Moving from Part-time to Full-time Work

Teaching part-time has become the normal first step to gaining a full-time job in the community and technical colleges in Washington. More than half the full-time positions filled in the past three years have been filled by those teaching part-time. Former part-time teachers in Washington colleges capture 50 percent of the new full-time positions each year. During the past three years, some 440 former Washington part-time faculty were hired in full-time teaching positions. Colleges also report employing former part-time faculty from other states. Combined, the part-time faculty hired to full-time position account for more than half the full-time vacancies.

Part of the reason that teaching part-time is a first step to full-time employment is the current mismatch in the number of people prepared for college teaching and the number of full-time positions funded across the nation. The nation's graduate schools have produced more well-educated individuals seeking college positions than can be absorbed by the nation's colleges and universities. For example, the Modern Language Association found in a survey of 2,020 new English and foreign language Ph.D. from the class of 1996-97 that 34 percent were in tenure track teaching jobs compared to 46 percent for the same group from the 1993-94 class. The same pattern of increasing numbers of graduate school students and a decreasing rate employed in full-time positions applies to other disciplines as well.

Changes in the Use of Part-time Faculty

The FTEF full- and part-time have both increased in recent years, but the rate of increase has been greatest for part-time faculty as shown in Table II.[4] The extent to which colleges employ part-time faculty varies greatly as shown in Table III. Bates and Clover Park Technical colleges employ few part-time faculty, about 15 percent of their FTEF is part-time. Some rural colleges rely more upon moonlight teaching of full-time faculty to meet some of the same needs that part-time faculty serve elsewhere. Big Bend Community College is an example with more than 10 percent of the teaching effort dependent on the overload work of full-time faculty. The college with the highest use of part-time faculty, Whatcom Community College is also the college with the highest enrollment above the level funded by the state. Some 21 part-time FTEF is funded only by the tuition dollars and not from state general fund appropriations. Leaving out these 21 FTEF, Whatcom still has the highest part-time rate at 58 percent part-time FTEF.

Table I
Fall Quarter State Supported FTEF

	1993	1994	1995	1996	1997
Full-Time					
Regular Assignment	2,645	2,733	2,713	2,715	2,761
Moonlight	192	219	225	248	258
Total Full-Time	2,837	2,952	2,938	2,963	3,019
% Full-Time	60.0%	59.0%	58.3%	56.3%	55.7%
Part-Time					
Total Part-Time	1,814	1,962	2,000	2,204	2,297
% Part-Time	38.4%	39.2%	39.7%	41.9%	42.4%
Volunteer	76	85	99	100	106
Total Teaching Faculty	4,727	5,000	5,037	5,266	5,422
% Change		5.8%	0.7%	4.5%	3.0%

Source: SBCTC Fall Enrollment and Staffing Report (at http://www.sbctc.ctc.edu)

Demographic Characteristics of Part-time Faculty

Women outnumber men among part-time faculty (57 percent female). This is the reverse of the pattern for full-time faculty where 47 percent are female. The part-time faculty is

[4] The methods for counting FTEF part-time faculty in Washington community and technical colleges have changed over the past five years. As a result the growth shown in Table II is somewhat over stated. Both full- and part-time faculty FTEF have grown, with more growth for part-time faculty.

less race and ethnically diverse than the full-time faculty, 8 percent versus 12 percent faculty of color respectively.

There is considerable diversity among the part-time faculty in the number of years of experience teaching in the two-year system. Based on the number of years of teaching at least one course, one-third of the fall 1997 part-time faculty have taught as a part-time faculty member for two years or less (31 percent). Another third (32 percent) have taught part-time for 3 to 5 years; 23 percent have been teaching in the state system for 6 to 10 years; and some 14 percent of part-time faculty have taught for 10 or more years. Full-time faculty have more teaching experience with 55 percent having taught for 10 or more years.

Characteristics of Part-time Faculty

- 57% female (47% for full-time)
- 8% people of color (12% for full-time)
- 14% taught in system 10 or more years (55% for full-time)
- 48% masters or higher degrees (77% for full-time)

Table III

TEACHING FACULTY (FTE-F) BY EMPLOYMENT STATUS

STATE SUPPORTED

---------- FALL 1997 ----------

	--- Full-Time/Moonlight ---					Part-Time			Total
	Full-Time		Moonlight						
	#	% of Total	#	% of Total	Total	#	% of Total	Volun-teer	Teaching FTEF
1 Peninsula	56	53.1%	3	3.2%	56.4%	44	42.3%	1	105
2 Grays Harbor	51	45.9%	5	4.8%	50.7%	49	44.9%	5	110
3 Olympic	86	50.7%	6	3.6%	54.2%	72	42.6%	5	169
4 Skagit	95	53.9%	9	5.2%	59.1%	65	37.0%	7	176
5 Everett	98	51.1%	15	7.6%	58.7%	77	40.5%	2	191
6 District					0.0%				
Seattle Central	116	52.9%	6	2.6%	55.5%	91	41.4%	7	220
Seattle North	79	43.7%	8	4.5%	48.3%	87	48.4%	6	180
Seattle South	71	42.2%	9	5.2%	47.4%	86	50.9%	3	169
Seattle Voc Institute	5	38.3%	0	1.8%	40.1%	7	54.6%	1	13
7 Shoreline	124	49.0%	14	5.6%	54.5%	113	44.6%	2	254
8 Bellevue	114	44.9%	13	5.3%	50.3%	125	49.3%	1	253
9 Highline	106	47.8%	8	3.6%	51.4%	106	47.8%	2	222
10 Green River	98	40.9%	14	6.0%	46.9%	126	52.7%	1	240
11 Pierce	96	45.6%	8	3.6%	49.2%	100	47.7%	6	209
12 Centralia	51	59.2%	5	6.3%	65.4%	29	33.2%	1	86
13 Lower Columbia	65	58.8%	7	6.2%	65.1%	26	23.6%	12	110
14 Clark	135	52.9%	13	5.1%	57.9%	102	39.9%	6	255
15 Wenatchee Valley	62	56.8%	8	7.2%	64.0%	38	34.2%	2	110
16 Yakima Valley	83	55.8%	9	6.3%	62.1%	50	34.1%	6	148
17 District									
Spokane	164	58.5%	15	5.2%	63.7%	101	36.1%	1	280
Spokane Falls	118	40.4%	16	5.6%	46.0%	152	52.0%	6	293
18 Big Bend	46	53.7%	9	10.5%	64.2%	30	34.9%	1	86
19 Columbia Basin	94	47.5%	15	7.7%	55.1%	80	40.4%	9	199
20 Walla Walla	87	58.9%	11	7.2%	66.1%	49	33.0%	1	148
21 Whatcom	33	31.2%	1	1.1%	32.3%	70	67.2%	0	105
22 Tacoma	81	44.4%	7	3.9%	48.3%	90	49.7%	4	182
23 Edmonds	100	48.6%	7	3.5%	52.1%	98	47.3%	1	206
24 South Puget Sound	71	49.8%	9	6.1%	55.9%	62	43.4%	1	143
25 Bellingham	42	71.9%	1	1.9%	73.8%	14	24.3%	1	58
26 Lake Washington	49	47.2%	3	3.0%	50.3%	51	49.1%	1	104
27 Renton	66	49.3%	1	1.1%	50.4%	64	47.8%	2	134
28 Bates	98	82.3%	0	0.2%	82.5%	19	15.7%	2	120
29 Clover Park	121	84.1%	1	0.5%	84.6%	22	15.3%	0	144
SYSTEM TOTAL	2,761	50.9%	258	4.8%	55.7%	2,297	42.4%	106	5,422

Source: SBCTC Course MIS SR2102, Version 1. Note: Part-time includes exempt and classified staff teaching part-time and contracts with partner agencies. Totals may not add due to rounding.

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About half the part-time faculty (48 percent) have advanced college degrees compared to 77 percent of the full-time faculty. The part-time faculty are more likely than full-time faculty to have a bachelor's degree without completing additional education. The educational attainment of part-time faculty in Washington is somewhat lower than the national pattern where two-thirds of all part-time faculty in two-year institutions had masters degrees or higher.

The pattern varies significantly by teaching area. Table IV shows the percentage of part-time faculty by educational attainment for those who teach academic courses compared to those teaching vocational, developmental or basic skills courses.

Table IV
% of Part-time Faculty by Education Level
Fall 1997 (Based on Headcount)

	Based on Primary Teaching Area			
	Academic	Vocational	Developmental	Basic Skills
Advanced Degrees	14%	10%	10%	2%
Master's	62%	26%	61%	46%
Bachelor's	19%	38%	28%	44%
Associate Degree	1%	11%	0%	3%
No Degree	4%	15%	1%	4%

Different Patterns by Discipline

The use of part-time faculty varies greatly by discipline. Departments that rely most on part-time faculty are basic skills, developmental and college English and the combined areas of physical education (PE) and parent education. The majority of the instruction in these departments is by part-time faculty[5]. The high use of part-time faculty in basic skills classes is partly related to the pattern of offering these courses off-campus and in the evening.

Table V
Departments by Percent Part-time FTEF
Fall 1997

High Use		Low Use	
Departments	% Part-time FTEF	Departments	% Part-time FTEF
ESL	79%	Mechanics and Repair	23%
ABE/GED	73%	Culinary Arts, Protective	
PE/Parent Education	63%	Services	32%
Developmental English	53%	Health Sciences	32%
College Composition	52%	Natural Science	33%

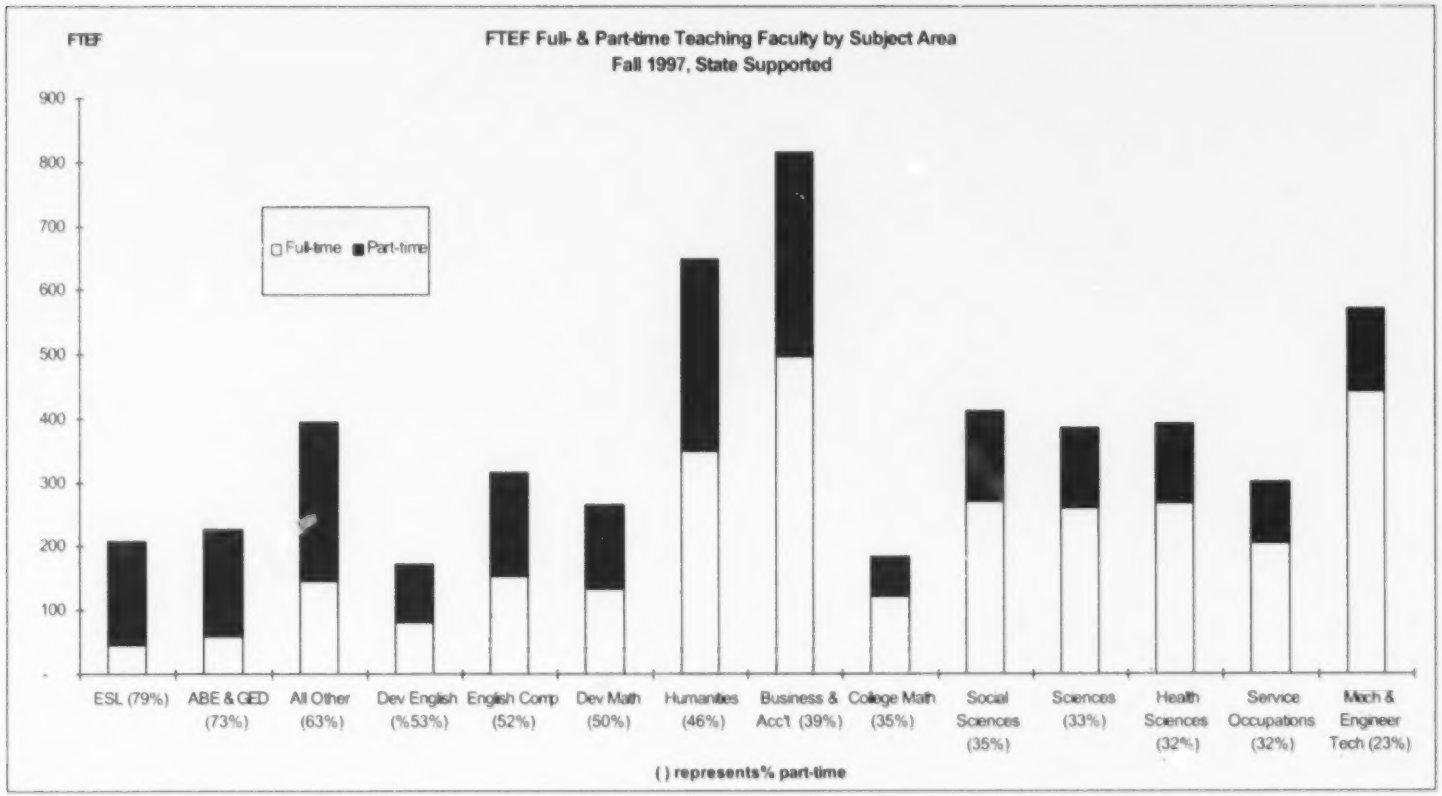
[5] This analysis excludes those regarded as part-time faculty but who are elsewhere employed in the community or technical college system or contracted with partner agencies.

The graph on the next page provides the FTEF and percent of part-time by subject area.

In the mechanics and engineering technology departments just 23 percent of the fall FTEF was part-time faculty. That level is about the FTEF that would be expected from the combination of release time replacement, temporary hires to meet the peak demand, contracting out and hiring of other college staff, use of recently retired faculty and hiring those working in the industry to teach part-time. The service occupations such as culinary arts and corrections also have low rates of use of part-time faculty (32 percent of the FTEF). About a third of the teaching is done by part-time faculty in college-level math, social sciences, health sciences and natural and physical science. The use of part-timers is near the average level in developmental math, the humanities, and the business and accounting departments.

Working Conditions for Part-time Faculty

Pay of Part-time Faculty Part-time faculty pay rates are lower than full-time rates. Comparing the part-time faculty salaries with the full-time faculty rates is difficult, however. Part of the difference is due to full-time faculty have more years of experience and more education than the part-time faculty, on average. Part of the difference is due to difference in the paid duties. As described earlier, all full-time faculty are assigned essential non-classroom duties. Few part-time faculty are paid for non-classroom duties. If a part-time instructor were to teach a full class load only for nine months, the system average salary paid would range from $16,300 to $18,300



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The pay range in Washington for part-time faculty is similar to the range at other colleges in other states as shown in Table VI. Some colleges in Washington, like colleges in several other states, pay substantially more to part-time faculty with responsibilities for advising or committee work and for longer work histories at the college. Some colleges elsewhere, however, have no pay differential for part-time faculty.

Table VI
PART TIME FACULTY CONTRACT SALARY COMPARISONS
Based on FY 1997-98 rates unless specified.

Selected national comparisons of contract hourly pay rates annualized for class contact time (495 contact hours)

		Salary Range		Avg Annual
		Low	High	FTES*
Colleges:				
Oregon				
	Mount Hood Community College	$17,800	$20,300	2,500
	Average of 9 Colleges (FY 1996-97)	15,800	20,300	
Florida				
	Okaloosa-Walton College	14,200	15,300	4,500
New Mexico				
	Clovis Community College	14,400	14,400	1,900
Idaho				
	North Idaho College	15,000	15,000	NA
Montana				
	Dawson Community College	11,400	11,400	4,400
	Miles City Community College	18,800	18,800	525
California (1996-97 rates; FY 1998 not settled)				
	San Mateo County CC District	17,325	26,700	17,300
Systems:				
Colorado				
	Community College System	10,200	35,000	34,400
Washington				
	Community Colleges[1]	16,300	18,300	138,463

* Includes state and contract FTES.
Many states do not differentiate. WA data for FY 1996-97.

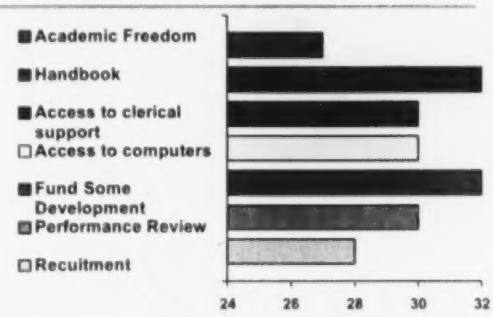
[1] Average of lowest and highest

The ability of colleges to increase pay for faculty is controlled by the Legislature. Since the early 1980s, the Legislature has imposed strict controls on the percent of increases allowed. During four years in the current decade the Legislature prohibited increases of any size.

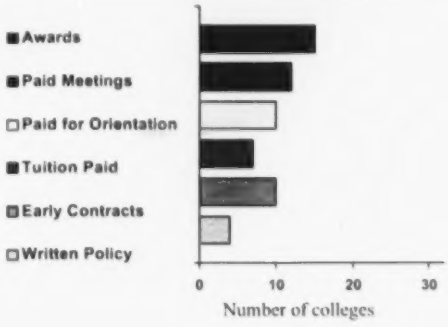
Retirement and Health Benefits All colleges offer retirement and health benefits to those part-time faculty teaching substantial loads and doing so consistently over several quarters. The many part-time faculty teaching one course a year or one course each quarter do not become eligible for retirement and health benefits. Of the total number of part-time faculty (headcount), 27 percent received health benefits. Retirement benefits accrue to 20 percent of the total number of part-time faculty. Of the faculty teaching two-thirds or greater loads, 78 percent received health benefits and 45 percent retirement benefits.

Best Practices: Colleges have implemented many of the Ten Best Practices Principles for part-time faculty personnel administration as recommended by the Best Practices Task Force in 1996 as shown in Appendix A. For example, 11 colleges provide multiple quarter contracts to some part-time faculty and 10 provide contracts before the end of the prior quarter. Areas where additional improvements are needed include: written policies on part-time employment, timely contract notices, payment for professional development, communication and recognition for part-time faculty.

Best Practices - Common



Best Practices - Not Common



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